

7.R.1.1 Students can analyze word parts to determine meaning and context.

Learning targets to meet this standard:

- Define word parts
- Apply meaning of root words to definitions of words
- Learn meanings of prefixes
- Learn meanings of suffixes
- Determine etymology (the history of a word)

Verbs Defined:

Key Terms Defined:

- Word parts – prefix, suffix, root word, word origin
- Context – words in passages

Teacher Speak:

Students can analyze word parts (prefix, suffix, root word, word origin) to determine meaning and context (words in passages).

Student Speak:

I can understand the relationship of the parts to the whole prefixes, suffixes, root words, and word origins (word parts) to determine meaning and words in passages (context).

Examples:

Possible resources/references:

Words, Words, Words by Janet Allen
When Kids Can't Read by Kyleene Beers

7.R.1.2 Students can **infer** how word choice affects meaning.

Learning targets to meet this standard:

- Define connotation (thoughts and feelings associated with the word)
- Define denotation (dictionary definition)
- Compare and contrast the denotation and connotation of words

Verbs Defined:

- Infer – conclude by reasoning

Key Terms Defined:

- Word choice – words the author chooses, including denotation and connotation

Teacher Speak:

Students can infer (conclude by reasoning) how word choice (words the author chooses, including denotation and connotation) affects meaning.

Student Speak:

I can conclude by reasoning (infer) how the words the author chooses, including denotation and connotation (word choice) affects meaning.

Examples:

Possible resources/references:

7.R.2.1 Students can interpret text using comprehension strategies.

Learning targets to meet this standard:

- Practice the following strategies when reading: connecting, questioning, visualizing, determining importance, inferring, synthesizing, and monitoring for meaning

Verbs Defined:

Key Terms Defined:

- Comprehension strategies - connecting, questioning, visualizing, determining importance, inferring, synthesizing, and monitoring for meaning

Teacher Speak:

Students can interpret text using comprehension strategies (connecting questioning, visualizing, determining importance, inferring, synthesizing, and monitoring for meaning).

Student Speak:

I can study or determine the relationship of the parts to the whole (interpret) by connecting, questioning, visualizing, determining importance, inferring, synthesizing, and monitoring for meaning (comprehension strategies).

Examples:

Determining the author's purpose, cause and effect, compare and contrast, conclusions, facts or opinions, generalizations, graphics, hypotheses, inferences, supporting details, prior knowledge, or purpose for reading

Possible resources/references:

Mosaic of Thought by Ellin Oliver Keene and Susan Zimmerman

7.R.2.2 Students can read fluently to comprehend grade-level text.

Learning targets to meet this standard:

- Apply the elements of fluency - accuracy, rate, phrasing, and expression

Verbs Defined:

Key Terms Defined:

- Elements of fluency:
 - Accuracy - correctness
 - Rate - words per minute
 - Expression - voice inflection
 - Phrasing - smoothness

Teacher Speak:

Students can read fluently (using accuracy, rate, phrasing, and expression) to comprehend grade-level text.

Student Speak:

I can read using accuracy, rate, phrasing, and expression (fluently) to comprehend grade-level text.

Examples:

Possible resources/references:

7.R.3.1 Students can **examine** text structures for characteristics of fiction, nonfiction, drama, and poetry.

Learning targets to meet this standard:

- Read and discuss similarities and differences of fiction, nonfiction, drama, and poetry

Verbs Defined:

- Examine – evaluate in writing and/or speaking

Key Terms Defined:

- Fiction – invented stories (short story, novel)
- Nonfiction – literature that is true (biography, autobiography, essay, media)
- Drama – a play, movie, or television production with a serious tone or subject
- Poetry – a composition in verse (free verse, ode, narrative, sonnet)

Teacher Speak:

Students can examine (evaluate in writing and/or speaking) the characteristics of fiction (invented stories), nonfiction (literature that is true), drama (a play, movie, or television production with a serious tone or subject), and poetry (a composition in verse).

Student Speak:

I can evaluate in writing and/or speaking (examine) the characteristics of invented stories (fiction); literature that is true (nonfiction); plays, movies, or television productions with a serious tone or subject (drama); and composition in verse (poetry).

Examples:

Possible resources/references:

Opening a Door: Reading Poetry in the Middle School Classroom by Paul B. Janeczko

7.R.3.2 Students can **identify** how authors use literary elements to create meaning.

Learning targets to meet this standard:

- Identify and discuss setting, characterization, main idea, supporting ideas, plot, theme, and point of view

Verbs Defined:

- Identify – recognize

Key Terms Defined:

- Literary elements - commonly accepted structures that contribute to the whole of a story, most commonly character, characterization, setting, conflict resolution, main idea, supporting ideas, plot, point of view, and theme

Teacher Speak:

Students can identify (recognize) how authors use literary elements (commonly accepted structures that contribute to the whole of a story, most commonly character, characterization, setting, conflict resolution, main idea, supporting ideas, plot, point of view, and theme) to create meaning.

Student Speak:

I can recognize (identify) how authors use commonly accepted structures that contribute to the whole of a story, most commonly character, characterization, setting, conflict resolution, main idea, supporting ideas, plot, point of view, and theme (literary elements) to create meaning.

Examples:

Possible resources/references:

Great Source's *Reader's Handbook: A Student Guide for Reading and Learning*
(www.greatsource.com)

7.R.3.3 Students can **identify** how authors use literary devices to create meaning.

Learning targets to meet this standard:

- Identify and apply the following literary devices to writing: alliteration, figurative language (similes, metaphors, and personification), flashback, foreshadowing, idioms, imagery, mood, onomatopoeia, and tone

Verbs Defined:

- Identify – recognize

Key Terms Defined:

- Literary devices - techniques used by a writer to convey or enhance the story (e.g. alliteration, figurative language, flashback, foreshadowing, idioms, imagery, mood, onomatopoeia, tone)

Teacher Speak:

Students can identify (recognize) how authors use literary devices (techniques used by a writer to convey or enhance the story; e.g. alliteration, figurative language, flashback, foreshadowing, idioms, imagery, mood, onomatopoeia, tone) to create meaning.

Student Speak:

I can recognize (identify) how authors use techniques to convey or enhance the story; e.g. alliteration, figurative language, flashback, foreshadowing, idioms, imagery, mood, onomatopoeia, tone (literary devices) to create meaning.

Examples:

Possible resources/references:

7.R.4.1 Students can **identify** recurring themes in text from diverse cultures, time periods, and historical events.

Learning targets to meet this standard:

- Recognize cultures
- Identify time periods and historical events
- Discuss diversity issues
- Make connections between diverse literary works and life experiences

Verbs Defined:

- Identify - recognize

Key Terms Defined:

- Diverse cultures - distinct or unlike groups of people based on age, gender, religion, ethnicity, and ways of life
- Time periods – specific spans of time in the past, present, or future
- Historical events – relating to past events

Teacher Speak:

Students can identify (recognize) recurring themes in text from diverse culture (distinct or unlike groups of people based on age, gender, religion, ethnicity, and ways of life), time periods (specific spans of time in the past, present, or future), and historical events (relating to past events).

Student Speak:

I can recognize (identify) recurring themes in text from distinct or unlike groups of people based on age, gender, religion, ethnicity, and ways of life (diverse cultures), specific spans of time in the past, present, or future (time periods), and past events (historical events).

Examples:

Possible resources/references:

A Light in the Forest by Joseph Conrad

Bury My Heart at Wounded Knee: An Indian History of the American West
by Dee Brown

Roll of Thunder, Hear My Cry by Mildred Taylor

Acorn People by Ron Jones

The Outsiders by S. E. Hinton

7.R.5.1 Students can **determine** which reference sources will **provide** the best information for the assigned task.

Learning targets to meet this standard:

- Expose students to a variety of reference sources (e.g. print and electronic materials: almanac, atlas, map, CD-Rom, website, search engine, magazine, traditional encyclopedia, nonfiction, interview)
- Identify and find purpose of reference sources
- Compare and contrast information on one topic

Verbs Defined:

- Determine - explain by writing and/or speaking
- Provide – supply or make available

Key Terms Defined:

- Reference sources – print and electronic materials: almanac, atlas, map, CD-Rom, website, search engine, magazine, traditional encyclopedia, nonfiction, interview

Teacher Speak:

Students can determine (explain by writing and/or speaking) which reference sources (print and electronic materials: almanac, atlas, map, CD-Rom, website, search engine, magazine, traditional encyclopedia, nonfiction, interview) will provide (supply or make available) the best information for the assigned task.

Student Speak:

I can explain by writing and/or speaking (determine) which print and electronic materials, such as almanac, atlas, map, CD-Rom, website, search engine, magazine, traditional encyclopedia, nonfiction, and interview (reference sources) will supply or make available (provide) the best information for the assigned task.

Examples:

Possible resources/references:

7.R.5.2 Students can **analyze** and **organize** from informational text.

Learning targets to meet this standard:

- Use and apply a variety of reference sources
- Summarize, paraphrase, and cite sources

Verbs Defined:

- Analyze – study or determine the relationship of the parts to the whole
- Organize – to arrange

Key Terms Defined:

- Informational text – exposition, argumentation or persuasive text, and procedural text or documents (including reference sources – print and electronic materials: almanac, atlas, map, CD-Rom, website, search engine, magazine, traditional encyclopedia, nonfiction, interview)

Teacher Speak:

Students can analyze (study or determine the relationship of the parts to the whole) and organize (arrange) data from informational text (exposition, argumentation or persuasive text, and procedural text or documents).

Student Speak:

I can study or determine the relationship of the parts to the whole (analyze) and arrange (organize) data from exposition, argumentative or persuasive text, and procedural text or documents (informational text).

Examples:

Possible resources/references:

7.R.5.3 Students can **evaluate** the accuracy and credibility of information about a topic contained in multiple sources.

Learning targets to meet this standard:

- Consider the author, publisher, and/or sponsor
- Compare the information with other credible sources
- Check for current information

Verbs Defined:

- Evaluate – determine the importance or quality

Key Terms Defined:

- Accuracy – correctness
- Credibility – belief in a value or truthfulness
- Multiple sources – reference sources, including print and electronic materials: almanac, atlas, map, CD-Rom, website, search engine, magazine, traditional encyclopedia, nonfiction, interview

Teacher Speak:

Students can evaluate (determine the importance or quality) the accuracy (correctness) and credibility (belief in a value or truthfulness) of information about a topic contained in multiple sources (reference sources, including print and electronic materials: almanac, atlas, map, CD-Rom, website, search engine, magazine, traditional encyclopedia, nonfiction, interview).

Student Speak:

I can determine the importance or quality (evaluate) of the correctness (accuracy) and belief in a value and/or truthfulness (credibility) of information about a topic contained in reference sources, including print and electronic materials: almanac, atlas, map, CD-Rom, website, search engine, magazine, traditional encyclopedia, nonfiction, or interview (multiple sources).

Examples:

Possible resources/references:

7.R.5.4 Students can **analyze** the author's purpose in text.

Learning targets to meet this standard:

- Read and discuss persuasive texts: letters to the editor, editorials, or argumentative or persuasive essays
- Research author's background and motivation in order to understand purpose

Verbs Defined:

- Analyze - determine the relationship of the parts to the whole

Key Terms Defined:

- Author's purpose – the reason a writer chooses a particular kind of text

Teacher Speak:

Students can analyze (study or determine the relationship of the parts to the whole) the author's purpose (the reason a writer chooses a particular kind of text) in text.

Student Speak:

I can determine the relationship of the parts to the whole (analyze) the reason a writer chooses a particular kind of text (the author's purpose).

Examples:

Possible resources/references: